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ABSTRACT

This conference brought together Canadian library school deans and directors of Canadian academic and research libraries to discuss the education of librarians. Following introductory remarks by Anne Woodsworth, papers presented include: (1) "Curricular Needs," in which Margot B. McBurney summarizes survey results and recent activities related to library directors' perceptions of skills required for librarians; (2) "Constraints of Accreditation," by Norman Horrocks; (3) "Internships," in which Robert Lee describes reactions of student interns, library administrators, and library educators to intern programs; (4) "Role of Internship in Library Education," in which Katherine H. Packer discusses library internships from the point of view of library educators and describes the types of internship programs available at seven Canadian library schools; (5) "Future Needs for University Librarians," in which Paul-Emile Filion presents the results of a 1982 survey of employment opportunities at member libraries of the Canadian Association of Research Libraries (CARL); (6) "Enrollment and Recruitment in Library Science Professional Programs," in which William J. Kurmey presents data on the number of applications, acceptances, and enrollments in Canadian library schools; (7) "Experience: Foundation or Impediment to the Effective Teaching of Librarianship," in which Alan H. MacDonald discusses work-experience and operational research opportunities as means for library educators to keep abreast of the current library workplace situation; and (8) "Faculty Experience and Research," in which W. J. Cameron describes ways in which faculty members renew their practical experience and the kinds of research conducted in library schools. Also presented are summaries of conference discussions, a list of conference participants, a conference agenda, and suggestions for further points of discussion. (ESR)

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Research Libraries
and
Library Schools

Proceedings of a meeting of the
Canadian Association of Research Libraries
and the
Canadian Council of Library Schools,
June 9, 1982
Saskatoon, Saskatchewan

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CANADIAN ASSOCIATION OF RESEARCH LIBRARIES

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RESEARCH LIBRARIES AND LIBRARY SCHOOLS

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and the

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PREFACE

This publication contains the texts of the papers presented at a meeting on June 9, 1982, of members of the Canadian Association of Research Libraries with the members of the Canadian Council of Library Schools in Saskatoon, Saskatchewan.

The meeting was the first of its kind in Canada.

In the months that have passed since June 9, 1982, the Canadian Association of Research Libraries has begun to take action on the "next steps" on which agreement had been reached at the conclusion of the meeting. A CARL member has begun to develop an inventory of library school faculty members who are interested in doing research in and about academic libraries. After this is disseminated to members, we anticipate that it will spur joint research projects into problems of mutual interest and concern. It is also foreseen that each project could benefit from the grant program recently announced by the Council on Library Resources for "Faculty/Librarian Research." As this publication goes to press, and in the coming months, the first step taken at the June 9th meeting is anticipated to be the herald for many more that will ultimately ensure the continuing vitality of academic libraries and their services in future - through the quality of the graduates of library schools.

Anne Woodsworth
President
Canadian Association
of Research Libraries
and
Director of Libraries
York University

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INTRODUCTION

- Anne Woodsworth
President, CARL

Ladies and gentlemen: it gives me great pleasure to welcome you here today. It is a particular pleasure to welcome the deans and directors of the Canadian Library schools since our meeting here is the first of its kind in our Association's history. We think the event is significant enough to be marked by printed proceedings.

I need not remind you that it is now June, 1982. This is not meant to be a silly or redundant remark but is made, rather, to remind us all of the fact that plans for this meeting started approximately two years ago -- in June of 1980.

The roots of this meeting actually can probably best be attributed to something called The Conant Report; a study of the education of librarians which appeared in the summer or spring of 1980. As all of you know, the report appeared to a chorus of criticism but despite its poor reception, seems to have served as a catalyst for some rather substantial and consequential discussions since that time. A bit of introductory history therefore seems to be in order so that our discussions here today are placed in their proper historical perspective. At the end of July, 1980, the Executive of CARL met, and in discussing the fall 1980 agenda, agreed that there should be a "full discussion at the fall meeting of the perceived problems and/or satisfaction with Canadian library school education" (cf. minutes of the CARL Executive meeting, July 31, 1980, pp. 3-4). In typical committee fashion, it was agreed that one of CARL's members would send out a questionnaire to serve as a basis of discussion.

As a result, a questionnaire was devised by Basil Stuart-Stubbs (then a CARL member) which asked members about recent hirings, satisfaction with graduates, views about schools' curriculum, teaching, etc. I should point out that this survey was sent out about the same time as the one done by ARL's task force on Library Education which asked for opinions on curricular needs. The ARL survey results were discussed at an ARL meeting on October 16, 1980 - and - shortly thereafter, CARL discussed the results of the Stuart-Stubbs survey. At that same meeting M. McBurney advised our association's members that the Council on Library Resources was undertaking a new initiative on professional education and training by establishing an advisory committee called PETREL. She will later tell you what that stands for. Thus, in 1980, the stage was set for what became rather intensive focus on education for librarianship in academic libraries. The ball was rolling.

By March 1981, the then President of CARL, Gertrude Gunn, had written to deans and directors of Canadian library schools reporting the gist of CARL's discussions to date. She invited comments in return, especially on whether or not we should endeavour to arrange a meeting to discuss our mutual concerns. By the end of May 1981, five library school deans or directors had replied and most of those expressed interest in seeing today materialize. The chairman of CCLS, Katherine Packer also indicated that she would put Dr. Gunn's letter and CARL's views on the agenda for the June 1981 meeting of CCLS. At the same time, the incoming President of CARL, yours truly, was charged with the responsibility for arranging a joint meeting with CCLS, preferably in the

fall of 1981. I did not deliberately procrastinate, but as with any volunteer association, arrangements for today's meeting were not begun until the fall of 1981. By then, Katherine Packer and I had outlined a tentative agenda and date for the meeting. And finally we are here.

Before we finally turn to today's agenda, however, I would like to take this opportunity to briefly touch on events elsewhere that are affecting library education in both the States and Canada and which, to date, have already involved some of those present today.

By the fall of 1981, PETREL was making its presence felt by the announcement of an invitation conference at Lake Arrowhead in California in December of 1981. Although it was called the Academic Libraries Frontier Conference, the primary purpose of the five-day meeting was to identify the issues of mutual concern to academic research librarians and library educators and to identify the requirements for education and research in order to provide for the future generations of librarians to have the skills needed to deal with dramatically changed and changing libraries. The other Canadians present then might not agree with me, but the Arrowhead Conference to my mind was a resounding success. As Bob Hayes, the magnificent logistical mastermind and organizer of the Conference has already said, "The recent AALS meeting in Denver provided ample evidence of a new awareness and of a dialogue between educators and academic librarians".

Though the roots from which today's meeting sprang were not exactly the same as those which produced Lake Arrowhead, I hope it can be said that we will be as productive and as positive as was that conference. Even if we only have one-fifth of the time, I believe that we can at least begin to discuss concerns of mutual interest, to strive for a better understanding of the problems and constraints of our different worlds. Finally, hoping we get that far, it is my hope that we will find some of the paths that will lead us toward cooperation (or at least to a cessation of conflict and defensiveness) so that we can work together to provide the kinds of librarians that will be needed to run our radically changing libraries in the future.

As you can see, our agenda is packed. Yet there are many issues and concerns which are not highlighted as separate topics on our formal agenda. For the small group discussions therefore, two sets of topics or discussion probes(1) have been prepared so that each group can have some directed focus for discussion. Discussion need not be restricted to the probes that are listed but can range into areas that are not on our formal agenda, especially if a group sees a direction that will assist us in achieving our objectives. For example, continuing education needs are not a specific subject for discussion, but there is at least one question on the sheet that will allow one or more of our groups to touch on this issue.

(1) Appendix 3

Before we begin, let me remind you once more what our goals for the day are:

- First and foremost, to talk openly, frankly - and not defensively - with one another about education for librarianship.

- To begin what is hoped will be a first step toward a continuing discussion amongst library educators and research library administrators in Canada.

- Finally, and most importantly, to have this kind of discussion so that the quality of librarians in the future is assured, so that our profession remains a strong and viable one in the future, and last but not least, so that the kinds of librarians needed to manage our troubled libraries will emerge with the dynamism, flexibility and problem solving skills needed to ensure the continuation and viability of strong, healthy academic research libraries in Canada.

CURRICULAR NEEDS

- Margot B. McBurney
Chief Librarian
Queen's University

I. Introduction

I have been asked to address this audience on "Curricular Needs" in the education of librarians to staff our Canadian Research Libraries. In her letter thanking me for agreeing to speak to you today, Anne described me as a "brave soul". Perhaps I am only the most foolhardy.

I will restrict my comments today to the educational needs of academic librarianship. Nancy Van House-DeWath reported[1] at the January 1982 Association of American Library Schools (AALS) meeting that only 16% of U.S. librarian graduates are hired by academic libraries. A survey initiated for CARL, by Basil Stuart-Stubbs, indicates that 30% of the library school graduates in Canada are hired by CARL libraries.

Although academic librarians comprise only one-third of the "product" of library educators, their important function is to provide the scholarly information services required to support the teaching and research programs in Canadian Research libraries. It is time to acknowledge the need for specific library school programs designed to educate the talent required in academic librarianship. Perhaps it is time that a few library schools are persuaded to make this commitment.

The library environment today is characterized by complexity and unprecedented technological change. The relative tranquility of academe, which was reflected in research libraries in the past, has been replaced by increased demands for service at a time of severe financial restraint.

II. Director's Perceptions of Academic Library Staffing Needs

a) CARL Survey

In this changing environment, our staffing requirements have begun to change, and the rate of change will accelerate. Both the CARL[2] and ARL[3] surveys on library school education have described library directors' perceptions of the education requirements for academic librarianship. The CARL survey mentioned earlier was reported at the November 1980 CARL meeting. Since the only written report of the results was included in the CARL minutes, I will describe the responses in considerable detail. In the five years from 1973/74 to 1978/79, CARL libraries hired 434 professional librarians. Of these, Western provided 112, Toronto 68, McGill 62, Montreal 59, British Columbia 41, Dalhousie 34, Alberta 30, and 29 librarians were hired from the United States, United Kingdom, and another country. The hiring pattern indicates that, with the exception of

the University of Western Ontario, we appear to be a regional library school operation. In the library directors' opinion, the performance of these recent graduates has been, in general, satisfactory, with a few graduates rated excellent. The majority of respondents indicated that there was no clear difference in the performance of graduates from various schools. (In our experience at Queen's, the most outstanding and the least satisfactory graduates were products of the same library school). When asked if we felt that unsatisfactory performance could be traced to the school from which the librarians graduated, the majority of respondents answered "no". However, in spite of the answer to the previous question, six respondents did attach some responsibility to the schools. Schools were mentioned with the following frequency: Western, 4 times; Toronto, 2; McGill, 2; Montreal, 1; Dalhousie, 1 and Alberta, 1. (Interestingly enough, that corresponds almost exactly to the ranking of the number of graduates).

When asked if unsatisfactory performance could be attributed to any of the following factors, the replies were: recruitment or selection of students, 10; attitudes imbued by the school, 10; quality of instruction at the school, 7; overall school program, 6; individual courses offered by the school, 5. And here, I would like to quote Basil's editorial comment:

> "A bad school cannot hurt a potentially good librarian; a good school cannot make a good librarian out of a poor candidate."[4]

There was general agreement that greater emphasis should be placed on management, planning, human relations, personnel, supervision, statistics, computer science, systems, new technology, automation, and information science.

When asked whether it would be desirable for the Canadian Library Association to act as the accrediting agency for Canadian schools of librarianship, 12 felt that it would be desirable, 6 preferred the status quo, 3 suggested a Canadian team of CLA and ASTED, one suggested a joint ALA/CLA accreditation agency. In response to another question, the majority of respondents felt that the schools are graduating a surplus of librarians. (No doubt Bill Kurmey will comment on this in his paper).[5] In the discussion that followed Basil's report at the 1980 CARL meeting, several points were noted, and I will include only a few. The results of the ARL and CARL surveys reinforced each other. Directors are concerned about the nature of the product of library schools. Are library schools too insular? Is there enough input from the field? Is there a higher percentage of librarians now involved in management? Would it be useful to have a practicum for library school faculty in University libraries during the summer? Should there be a discussion of the Graduate School education model vis-a-vis the professional school model?

b) ARL Survey

The results of the ARL Task Force on Library Education Directors' Opinion Survey were reported at the October 1980 ARL membership[6] and, more briefly, at the annual meeting of AALS in January 1982. For these reasons, I will be as brief as possible and simply quote the summary of the results which was included in the

working paper of the ARL Task Force on Library Education as presented to the ARL Board in January of 1981:

> "The questionnaire sought Directors' opinions on a variety of skills for professionals in Research Libraries, determining the relative importance of skills both now and in five years, where these skills should be acquired (in Library School, on-the-job, etc.), and how well prepared new professionals are. The skills most frequently listed as required or highly desirable included human relations, analytical, foreign language, and automation skills, as well as the more 'traditional' library skills of general reference and general bibliography. These same skills were listed as the most important - with the addition of on-line retrieval skills - for Professional Librarians five years hence. As might be expected, Directors responding to the questionnaire believe Library Schools to be most effective in providing training in reference and bibliography, and that most new professionals are satisfactorily prepared in these areas. Only about half of the respondents considered new professionals satisfactorily prepared in foreign languages and library automation. Fewer Directors are satisfied with the human relation skills of their new librarians and fewer still with their analytical skills. When responding to where skills should be acquired, the most frequent responses were 'in Library Schools and on-the-job,' with Directors indicating that many skills currently acquired on-the-job should be acquired in Library School."

III. Current Activities Relating to Library Education

I will describe briefly some of the action already undertaken by library directors and others.

a) ARL Task Force on Library Education

The ARL Task Force on Library Education, established by the Board of Directors in February 1980, has concerned itself with the opinion survey just described, internships, recruitment, curriculum guidelines, a speaker's bureau, and a position paper on library and library school collaboration.

Internships and recruitment will be discussed later in the program, so I will not elaborate further except to say that the Task Force is developing a brochure targetted to undergraduates describing the research librarians career. Our goal is to identify candidates with intellectual curiosity, a rigorous academic background, and to encourage their interest in academic librarianship. The Task Force hopes to encourage directors to become more involved in active recruitment; to identify promising candidates; to interview them, when requested to do so by library schools; and to provide other appropriate support.

The Task Force has established a list of speakers willing to talk to library school students about the challenges and rewards of an academic library career, and the preparation required for such a career. We hope, through this Speakers' Bureau, to help encourage library school students to seek special preparation for a career in academic librarianship.

The position paper on library/library school collaboration includes a variety of suggestions for joint activities for library school faculty and library staff.

The curriculum quidelines draft has been prepared as a discussion paper for library directors. It is intended to be used as a means of reaching a general understanding within ARL of what course content research library directors expect new librarians to have mastered. The document is not intended for library educators, however, as we believe the director's role is to define needs; the library educator's role is to determine whether and how to meet those needs.

b) The ARL Board of Directors has recently appointed a Task Force on Research Library Staffing[8] to make an assessment of academic research libraries' staffing needs in the 1990's, and to address the following issues:

1) The roles and responsibilities of professional and non-professional staff in ARL libraries: what will they be doing primarily? What education or training will be required for them to carry out these responsibilities? How will they be organized?

2) The kinds and nature of administrators and managers that will be required in ARL libraries: what educational background should they have? From what fields should they be drawn? Will some require experience primarily rather than advanced educational programs?

3) The total mix of staffing that will be appropriate in ARL libraries: what categories will this include? What proportions are likely among these categories?

c) Council on Library Resources' PETREL Committee

I think you are all probably familiar with at least some of the activities and programs undertaken by the Council on Library Resources' (CLR) PETREL Committee (Professional Education and Training for Research Librarianship). They include the management programs funded by CLR at the University of Michigan and the University of Chicago library schools; the Frontiers Conference at Lake Arrowhead, California in December 1981, for library directors, educators and university administrators. The proceedings will be published in 1982. A Senior Fellows program will be held at UCLA for six weeks during the summer of 1982. Attendees will be twelve newly-appointed library directors and others with major responsibility in large research libraries. A conference for a few directors, educators, and personnel officers will be held at Wye Plantation, Maryland, in late June 1982. Discussion topics include internships, staff composition, recruiting, and librarian salaries.

Library education appears to be a "hot topic" at the present. As Anne has suggested, our meeting today has resulted from all these activities which have preceded it.

IV. Conclusion

I have summarized survey results and recent activities in addressing the concerns of research library directors. In the completion of my paper today, I wish to share with you some of the conclusions I have reached.

Our initial concern must be for the quality of library school students. We need intelligent, analytical thinkers and problem-solvers, who are able to speak and write effectively. We need professional librarians who can confront the conflict and tension we live with, and not only survive, but thrive. They must be creative innovators, unafraid of change. We need career-oriented librarians, who will commit themselves to a career in academic librarianship and prepare for it. We need those with managerial potential and a desire to accept responsibility. We need decision-makers and risk-takers. We must recognize that managerial responsibility for librarians will increase as our use of technology becomes more sophisticated and the numbers of staff, both professional and non-professional, continue to decrease in the next decade or so.

To find the quality of librarian required, library educators and library directors must, together, seek out and find "the best and the brightest" for academic librarianship. This is a joint task.

Internships should be an integral part of the library education experience, with library directors ensuring that, as appropriate, the libraries take a more active role in providing internship positions with programs developed jointly by the library schools and library staff.

Careful attention should be given to raising our library school admissions standards. In the June 2nd issue of the "Chronicle of Higher Education," a meeting of university

administrators interested in big-time college athletics agreed that a 700 score on the SAT's should be required for athletes, and that both Mathematics and English be required courses for athletic scholarships.[9] Surely, if the standards can be raised for athletes, we can raise our requirements at least as high. Our admissions standards should ensure that students are numerate and that one foreign language be required.

Since academic libraries hire one-third of library educators' product, I would recommend strongly that a few Canadian library schools specialize in a specfic program on academic libraries. The numbers graduated ought to be related to the trend of job openings in academic librarianship. The traditional courses on general and specialized reference material (which today must include the wide variety of on-line retrieval sources, general bibliography, as well as theories of organizing information) must be included and required in the library school curriculum. A basic but thorough knowledge of library automation is essential. Another area of increasing importance in academic libraries is collection development and analysis. We must seek new, more effective ways of evaluating how well our collections support the teaching and research needs of our universities. We need librarians who understand the political realities of the educational environment; who understand how libraries relate to the university structure.

We also need librarians who understand the implications for change resulting from rapidly developing technological advancement such as on-line bibliographic access capability, optical disk technology, Telidon and iNet. We must begin to understand the implications of this technology for libraries in the future.

There must be a significant managerial component in the educational program for academic librarianship. This should include an understanding of supervision, performance appraisal, human relations skills, planning and forecasting, and labour relations.

While large research libraries have always had specialists, a new but important trend today is the number and variety of specialists required. These include computer specialists, rare book librarians, conservators, business officers, and personnel librarians. An academic library education program ought to include courses of interest to these specialists. It is now sufficient that they become experts in their specialty. They must be experts and managers, as those who are successful will find themselves in managerial positions in their own specialty. They must be trained to take on these responsibilities.

Lest you see only a long list of requirements for our library educators, let me assure you that research library directors have much to do. We must improve our own managerial ability and organizational strength. We must make a better case within the university for the important function research libraries fulfill in the provision of scholarly information. Research libraries are frequently taken for granted by university administrators. But mistakes made now in libraries may be the most costly ever in terms of the potential for irreparable harm to the teaching and research capability of the university.

Library directors must succeed in improving librarians' salaries. We must begin to recognize that the faculty model of progression through the ranks, without adequate reward for management responsibility and accountability, will not attract the level of managerial talent required. We must reconsider the corporate organizational model, one less hierarchical and more flexible than those used in the past.

Library directors must, themselves, understand more fully the technological advances being made, and decide how they should affect libraries. We must act, not react, to new possibilities. As we do so, we will attract the quality of staff required in future.

We have before us a task which neither directors nor educators can accomplish alone. By joining together to take the appropriate action, I hope we will look back to see this meeting as a first step in our search for effective solutions to the challenges faced by the Canadian research library community.

NOTES

1. Nancy Van House-DeWath, "Nature of the Library Labor Market". Paper presented to the Association of American Colorado, January 22, 1982.

2. Canadian Association of Research Libraries, "Library School Education - CARL views," in its Minutes of the General Meeting, Fredericton, N.B., November 1980, pp. 4-8.

3. Margot B. McBurney, "Library Education: The Director's Point of View," in Minutes of the Ninety-Seventh Meeting, Association of Research Libraries (Washington, D.C.: Association of Research Libraries, 1982), pp. 28-31.

4. Canadian Association of Research Libraries, op. cit.

5. W. Kurmey, "Enrollment Projections and Recruitment." Paper presented to the CARL meeting, Saskatoon, Sask., June 9, 1982.

6. Margot B. McBurney, op. cit.

7. Nancy Van House-DeWath, op. cit.

8. Association of Research Libraries. Newsletter 110 (1982): 1.

9. Chronicle of Higher Education. Vol. XXIV, No. 14, June 2, 1982, pp. 1,12.

CONSTRAINTS OF ACCREDITATION

- Norman Horrocks
Director
School of Library Service
Dalhousie University

NOTES FOR PRESENTATION

Committee on Accreditation

Consists of 12 members, two of whom represent the "public interest", i.e. are non-librarians. One member is a Canadian member of ALA. Appointments are made to COA on the recommendation of the President-Elect. Currently under discussion is whether or not library school deans/directors should be COA members.

Site Visits

Now on a seven year cycle after which COA will grant full accreditation, conditional accreditation to a date not to exceed two years (three programmes are in this category at the moment), or denial of accreditation. Visits may also be made within the seven year period should the COA feel the need warrants this. This may occur as a result of COA's reading of the School's Annual Report or from complaints received.

Self Study

In preparation for a Site Visit the School prepares a major document, the Self-Study. This is drawn up by faculty, students, alumni, university administration and area librarians. It addresses the Standards for Accreditation which are adopted by and may be amended by the Council of ALA. These Standards are qualitative not quantitative. There are six of them:- Program Goals and Objectives; Curriculum; Faculty; Students; Governance, Administration and Financial Support; and, Physical Resources and Facilities.

Program Goals and Objectives

These set the tenor for what follows in the Self-Study. Each School is required to produce and state publicly what are the goals and objectives of its programme. This can usually be found in the annual calendar issued by the School. It has to be responsive to the needs of the constituency served by the School.

Curriculum

The programmes of the School "should provide for the study of principles and procedures common to all types of libraries and library service. A study of specialized service in either general or special libraries may occupy a place in the basic program". A school may offer a single specialization and seek accreditation but there is no such example on the present COA list.

The curriculum has to be a "unified whole rather than an aggregate of courses" stressing amongst other things outstanding rather than rote learning, principles rather than routines, responsive to current trends in library development and promoting continuous professional growth. It is expected that "the curriculum should be continually under review and revision" and that the views of students and practitioners should be sought.

Faculty

Full-time faculty are required to "carry out the major share of the teaching and research requirements" with part-time faculty added as appropriate to complement the teaching competencies. The specific criteria to be sought in faculty are carefully delineated with an emphasis on good teaching, diversity of backgrounds, substantial library experience, active participation in professional, scientific and scholarly organizations amongst others.

Students

Have to be selected in the light of the parent university's standards and with regard to the recruitment, admissions and financial aid policies designed to achieve the School's declared aims and objectives.

Governance, Administration, and Financial Support

The School has to be an integral but distinctive unit on campus with comparable status for its Dean/Director, faculty and students as other graduate programmes. This applies to salaries, funding and student financial aid.

Physical Resources and Facilities

The collection and the physical facilities should be supportive of the programme with provision made for access to the new technologies.

Points for Possible Consideration

Concerns being expressed to the Schools by "special interest groups" e.g. CARL, Provincial and Territorial Library Directors Council, Canadian School Library Association, Canadian Association of Public Libraries in Project Progress, Association of American Library Schools, the recent Arrowhead Conference, ABSTI, etc.

Is current emphasis on "Management" from CARL and ARL a function of the first professional degree, the MLS, or is it better handled as Continuing Education? Note that the COA only accredits the MLS and that over-emphasis on Continuing Education or Ph.D. programmes if at the expense of the MLS could be disadvantageous to the School.

The School's concern with assisting those who cannot easily attend the main campus; cf. recent developments in Ottawa, but note comment above.

Recruitment of Faculty in the light of COA requirements, advanced degree programmes in Canada and the Canadian immigration requirements.

Student enrollments, work experience or "co-operative" programmes.

Need for continuing dialogue and keeping CARL members and others in the profession aware of current developments in the Schools.

Recruitment of students - note concern of ABSTI over science graduates; how CARL can assist.

Programme emphasis on "generalists" or "specialists"?

Influence of tight budgets on Schools.

Accreditation vis-a-vis certification; see examples of Medical Library Association and the Library Association (of the United Kingdom). Is there a need to certify employers?

Is accreditation still needed as Schools are subject to review by their own Faculties of Graduate Studies. Could this be adapted to include input from the profession?

N.B. This list was developed before seeing the CARL list.

DISCUSSION SUMMARY - MORNING

TOPIC: "Every librarian (even a beginning one) must be able to function as a manager". If most of the group agrees with this statement, discuss its implications for library school curricula.

Group A: Most of the group agreed with the statement, with qualifications. "Management" should be defined (self or unit?). What level is meant? The statement could be rephrased: "majority must have potential to function as managers". It was felt that a certain bias had been built into the question in that it wanted a "yes" answer. Implications for curriculum would be emphasis on interpersonal relationships and "man-management" to use an army term. The group identified a current trend among library science graduates towards a more collegial style of management to get away from the responsibility of taking decisions alone.

Group B: Some group members thought that librarians were already receiving as much management training as those in other professions, and that this area should not detract from other areas of study. Middle and senior management require different training and should get it at a specific place. U.W.O. has a course for academic administrators.

Group C: There was not much consensus and the group discussed "management" versus "supervision" as not all will become top managers. Librarians must work at jobs they were hired to do, with, in many cases, limited opportunities for advancement. Emphasis on management could detract from the rest of the curriculum. The suggestion of management training being part of continuing education was made. It had been tried at U.W.O. but enrolment dwindled. One group member felt that inpetus for the focus on management skills was coming from senior managers who lack these skills whereas current library school graduates have more management skills. Maybe this push for management skills is just a current trend (like the computer a few years ago; and preservation seems to be the up-coming one). It was stated that students should learn how to "be managed" as well.

Group D: The issue is really a matter of having an understanding of management, knowing something about being managed, and having a sense of responsibility and accountability.

TOPIC: How can libraries assist library schools in the education of librarians?

Group A: It was thought that all libraries (not just CARL) were already co-operating with library schools by advising students, providing guest lecturers, etc. In addition it might be desirable for library school faculty members to work in libraries to renew their practical experience (the group did not reach consensus on this matter). An interesting question might be "What do CARL libraries think library science faculty members lack?" The trend to co-operative education of students was noted but libraries must give academic credit for this, and provide adequate supervision. Surveys would be useful five or ten years after graduation to find out how graduates feel about their library school education, i.e. graduates might aid in evaluating the curriculum.

Group C: CARL libraries are already assisting, with guest lecturers, practicum and part-time help. The co-operative program at U.W.O. with libraries was discussed, with recognition of the fact that financial difficulties were a major problem. There is a definite need for more beginning positions to inject younger people into various library situations.

TOPIC: Besides accreditation, what other constraints do library schools in Canada have to live with?

Group C: A constraint on recruitment in Ontario is that library schools cannot compete with one another because of the COU guidelines. In addition it is difficult to attract good candidates with science backgrounds. The value of joint Canadian-American accreditation was questioned as it is difficult for graduates to go to the States.

TOPIC: Given the autonomy of Canadian universities, is it realistic (or desirable) to try to develop a more cohesive, national approach to education for librarianship?

Group A: In Canada, it tends more toward a regional approach and many types of libraries have to be dealt with, so a more cohesive, national approach would not be feasible.

Group C: No, not realistic.

TOPIC: What kinds of admission criteria and procedures would ensure that only the best kinds of people enter library schools?

Group A: Libraries could perhaps be more active in the recruitment process by identifying good possible candidates.

Group B: An attempt was made to define the sort of individual we would like to see entering library schools. Essential characteristics would be the ability to solve problems, to cope with change (particularly with technological change) and an interest in research.

Group D: Personal skills such as analytical ability, willingness to take risks, etc. are desirable. This is difficult to assess during recruitment(libraries see students at the end of Library School when these are more definite indications). There are also legalistic implications such as lawsuits for failure to appoint, etc. The group considered many kinds of non-libraries experience useful, such as bicycle trips through Europe, waitressing, etc.
The graduate model is a productive starting point.

TOPIC: Can libraries become more actively involved in the recruitment and admission process?

Group A: No. This is the prerogative of the academic institution.

Group B: An important factor in recruitment is the image projected by both the library and the Library Directors on campus. It can affect potential library school candidates.
The image is not attractive to people in scientific and technological fields.

Group D: Institutional and personal models in libraries are very important. Summer jobs and co-operative programmes should be encouraged. It was noted that there is often no feedback about why candidates were not selected after letters of reference had been written. Libraries and library schools should interact more with each other. Assessments of summer students should be done.

After reports from the small group discussions, the whole group convened for a general discussion.

At the end of the morning, general discussion focused on liaison between libraries and library schools during recruitment. This process could have legal implications, but one group member thought that if a pattern were established (i.e. that a certain type of person was continually not being hired) there should be some general feedback. Three areas of possible communication were indentified: selection for library schools; selection for jobs; and in the situation where a top student fails after one or two years in a job. It was noted that academic criteria used for entrance to library schools were not necessarily a prediction of success in a job.

There was criticism of the role library schools played when recruits were sent to speak to students and only four students attended the presentation. The response was that students could not be forced to attend.

Library School deans assured the group that there was a great deal of informal feedback, which was less dangerous than the organized kind. Dean Cameron believed that the best type of feedback you could have was from the co-operative programme between library schools and libraries which automatically created a close rapport. He hoped that the present U.W.O. programme could be expanded to include more co-operating libraries. M. Shepherd voiced

enthusiasm about being a co-operative employer, saying that he had permanently designated a professional position to this programme and had found that both student and supervisor were benefitting. Dean Packer reported on the informal co-operation arising from summer jobs taken by University of Toronto Library School students in the two year programme. She encouraged feedback, saying that specific complaints had to be kept confidential at the library school for discussion of problems couched in general terms would be very useful.

Reference was then made to labour relations since co-operative programmes could run into problems with unions. It was agreed that there should be indentification of the necessary steps to be taken in provinces like Alberta where there could be a problem.

Concern was expressed about manpower planning and its relationship to the library school curriculum. It is difficult to relate this sort of planning to the curriculum and then try to change the curriculum in an academic environment. It is really a matter of education versus training. The latter must be linked to manpower needs whereas the former should be based on a long-term, broader vision.

The discussion period moved on to short descriptions of two current surveys. M. Sharrow at the University of Manitoba had surveyed college and university libraries concerning vacant professional positions, to find out which qualities were lacking in recent job applicants. Problems mentioned in the responses were absence of appropriate subject background (science), no second masters degree, lack of experience, initiative and spirit, lack of managerial skills and lack of familiarity with automation. B. Stuart-Stubbs reported that he has a survey underway in which he is contacting over 1,000 University of British Columbia graduates of library school with work experience ranging from one month to twenty years.

The last matter referred to was whether or not library schools were graduating too many students. Figures were quoted back five years in comparison with today, but some of those present wanted to see statistics back beyond five years. It was also noted that recruitment brochures for the profession were not up-to-date. S. Echelman informed the group that ALA was now in the process of completing one.

INTERNSHIPS

- Robert Lee (1)
Director of Libraries
and Chief Librarian
University of Western Ontario

My comments on internship are based on conversations with -- students who have participated in a work/study program, with library administrators who have employed them, and library school faculty who administer the program. The students and faculty members were from the library school at Western, while the library administrators were from university and public libraries.

The cooperative work/study option (as it is referred to at Western) usually involves two additional terms of on-the-job work experience in a library, which covers a total period of twenty-eight weeks or seven months. The work terms, which are at the same library, are alternated with the study terms, and begin at the end of the student's first study term. For example:

1st Term - Study term (at the Library School)

2nd Term - Work term (in a Library)

3rd Term - Study term (Library School)

4th Term - Work term (in a Library)

5th Term - Final study term (at the Library School)

The work/study option is entirely voluntary. It is not a substitute for academic work and it is not required for the completion of the degree program. However, completion of the work/study option means that the student is credited with two courses which are "extra" to the number needed to fulfill degree requirements.

Students

The seven or eight students who participate in the program each year are highly motivated. They are investing an additional seven months in their educational preparation, and this involves an additional financial commitment on their part.

However, they seem to think that the additional time, and often the additional expense, is worth the value of the work experience. Here are a few comments from students.

I now have a better understanding of the structure of libraries and the interdependence of library functions. The combination of classroom instruction and practical experience helped to make my subsequent classroom activities and participation in seminars more meaningful.

I became more aware of, and sensitive to, personal relationships between library staff and users.

The work experience reduces the anxiety related to the transition from the library school to the work place for students who have not worked in a library before.

The work/study program provides valuable experience and probably some advantage — in terms of work experience -- in the tight job market for beginning librarians.

Host Library

The library administrators that I talked to were generally positive in their reactions to the work/study program. They, or members of their senior staff, provided a job description, interviewed the students recommended by the library school, and then made a selection in terms of the most qualified and appropriate candidate. It was emphasized that the students are full-time employees, with a limited term appointment, and paid seventy-five to eighty percent of the salary rate for a beginning librarian. The library administrators said that the students they employed were bright, energetic and willing to learn, that they usually began to perform successfully around the third month, and that they often brought a new point of view to a particular library department.

The employers said that they were making a contribution to library education; that the work/study program provided an opportunity to observe and evaluate the individual's performance -- and, most important of all -- it provided a basis for recruiting and selecting good beginning librarians, either for their own institution or other institutions. As one library director said, "It reduces the odds in selecting library school students for beginning positions; I can rely on the recommendations of practicing librarians, either here or at another library, who have observed the student's performance for a period of six or seven months. That is the way to get good people at the beginning level!"

In addition to the positive comments, some of the problems related to work/study programs were pointed out by library directors and students.

The major problem is limited budgets, which makes it difficult for a library to make an on-going commitment to take on students each year. Also, the training and supervision required is time consuming and represents an additional workload for the regular staff.

For most academic libraries, there is usually a preference to take students only during the regular academic term: September through April. However, several University Libraries have employed students from May to August.

For students, there can be a problem in obtaining temporary accommodations near the host library and in making arrangements to sublet his or her regular accommodations while away.

None of the problems, except limited library budgets, seemed to be a major obstacle.

In conclusion, I would like to suggest what I think are some of the essential factors in a work/study program that would be beneficial to both the student and the libraries.

First, there must be a meaningful work assignment in which the student can learn; that is, a concern for the quality of the experience, whether it is an indepth experience in one library department or a representative range of duties within the library.

Second, the work/study program should be entirely voluntary in order to attract only those students who are highly motivated and willing to extend themselves and lengthen their program of study.

Third, the host libraries should not be more than two or three hundred miles from the library school in order to keep within reason the cost of employer interviews, site visits by faculty coordinators, and student transportation costs.

Fourth, in order for libraries to continue to participate in work/study programs for students during a prolonged period of budget restrictions, efforts should be made to obtain educational grants from federal or provincial sources to partially offset the libraries' costs of providing the work experience.

Fifth, it would be desirable for a larger number of libraries to participate in work/study programs, thus developing a system which would provide a vechicle for recruiting the best qualified people for beginning librarian positions.

Four of the five essential factors can be met. The problem of limited library budgets is a more serious problem. If this problem can be overcome, I believe that work/study programs would be mutually beneficial to students, libraries, and library schools.

(1) In Dr. Lee's absence, his paper was read by Basil Stuart-Stubbs.

THE ROLE OF INTERNSHIP IN LIBRARY EDUCATION

- Katherine H. Packer
Professor and Dean
Faculty of Library and
Information Science
University of Toronto

I have been asked to speak on internship from the point of view of the library educators. I think there is no difference of opinion among us that a period of on-the-job experience is required before the implications of the theoretical knowledge acquired in a period of formal education can be fully understood and effectively applied in practice. There will be differences as to the amount and type of experience needed, and the optimum point in the educational process at which experience should occur. My own preference would be to see the library profession organized on the same principle as the older established professions with a period of professional education followed by a year or two of internship before a librarian was accepted into the profession as a fully qualified practitioner. This was the model proposed by Charles C. Williamson in his report prepared for the Carnegie Corporation of New York "Training for Library Services", published in 1923.

As library science education is presently structured, library educators have considerable influence on who is admitted to the library profession. Most of us take this responsibility very seriously.

We establish application and selection procedures, in line with those of the graduate school or faculty to which we are attached. We examine academic transcripts, we obtain letters of reference and we carry out interviews to ensure that only the best qualified students are accepted. We also engage in recruitment within limits in an effort to attract to the profession students with the variety of educational experience (Computer Science, Mathematics, Physics, Chemistry) as well as graduates from the humanities and social sciences. Speaking for Toronto I admit that we have not succeeded in attracting the mix of student backgrounds we think desirable, but we do maintain high academic standards for admission. Our program is an academic program and students are evaluated on their academic performance. We aim to include a service orientation and a professional ethic, but these can really only be tested and judged when our graduates become practitioners. The profession of course has the final decision - they either appoint or do not appoint our graduates to positions.

Personally, I would like to see librarians acquire more control over their own profession, particularly in the matter of self-regulation. If certification, based on a period of internship, and discipline were the responsibility of the profession, and administered by a professional society or board, the problem of practical experience for library school students would cease to exist. In time, librarianship may become a self-regulating profession, but it is unlikely to do so in the immediate future, and therefore some other solution to the problem needs to be found.

To return to the Williamson report, Williamson recognized the importance of a certain amount of practical work to reinforce the comprehension of classroom instruction, but he questioned the philosophical basis for field work on the grounds that "The primary and fundamental responsibility which the school cannot escape and by which it must be judged is its work of instruction".[1] I am personally in agreement with this definition of the purpose of formal library education.

Since Williamson's study sixty years have elapsed. During this time library education has developed from a one-year program of instruction leading to a bachelor's degree, to a graduate program with the MLS degree awarded in most Canadian schools at the end of two academic years of library education. Changes in the design, level and thrust of library education have reduced the emphasis on practical experience and altered the way in which it is incorporated into library school programs today. Not all decisions, however, have or can be made on purely academic grounds.

The most powerful steering effect at the present time on both libraries and library schools is the extreme financial constraints under which we all operate. Most libraries do not feel they can contribute to library education to any appreciable extent, either by setting aside positions to provide practical experience for new graduates, or by releasing their senior staff to supervise such graduates. Library schools are under similar pressure to administer their programs in the most cost-effective way. The supervision of students working in libraries is very time-consuming and hence expensive. There are, of course, many spinoffs that are highly rewarding for those doing the supervision, but at the present time, with reductions in staff, it would be impossible to introduce a compulsory practicum component into our program at Toronto for reasons of staff costs alone. An overriding argument for not continuing the two weeks of practice work, a feature of our BLS program, in our MLS program was the cost of setting up and supervising this activity for the size student body we anticipated.

Leaving aside monetary considerations, there are a number of other problems associated with providing practical experience as a part of a program of library education. Some students have fairly well defined career goals when they enter library school, but many have little genuine understanding of what it means today to be a librarian. Fewer graduates find positions in the traditional institutional libraries (academic, school and public). A larger percentage are finding, or making for themselves, positions as special librarians in business and industry or as free-lance librarians. The problem of finding appropriate practical experience for the last mentioned group would present real difficulties. Would experience in an academic or public library enhance their capacity to function effectively as independent information specialists? How many special libraries are structured in a way that would permit them to supervise student librarians?

Supervision itself is a critical problem. Not every librarian currently employed by academic and public libraries in Canada is capable of supervising students effectively. Nor do they all have the ability to plan appropriate work experiences for students. In the past, too often the work done by stu-

dents as practice work was routine and clerical and directed toward clearing library backlogs than to providing varied professional experience.

That libraries face real problems in making comparatively short-term work experiences meaningful is understandable. Their first priority has to be to provide library service to clients. This may not, at any particular time, entail an appropriate mix of tasks and responsibilities for educational purposes. Furthermore, not all students fit well into the situation in which they find themselves. There can be genuine personality conflicts that can only be resolved by terminating the relationship. Many of the problems of supervision might be solved by providing training for supervisors, and payment for their work in this capacity. This is not, however, a viable solution at the present time for obvious reasons.

There seems to have been increasing interest in internship for librarians in recent years. In 1967 Sam Rothstein argued persuasively that the issue of internship should be decided on the basis of whether it was worth doing. In 1975 Palmer described the role of practical experience in library education in the following words:

Internship and practicum programs have been predicated on the idea that knowledge of librarianship can be attained from experiences encountered while working in libraries. Implicit in the process of implementing that assumption is the secondary notion that the value of knowledge so attained can be maximized if: 1) the program is structured to lead the student from the simple to the complex process; 2) for internship programs, the student is presented with a variety of work assignments within the various units of the overall system, while for practicums, students may "specialize" in a segment of the host library's activities; 3) the host library has the flexibility necessary to both challenge and absorb the ideas of the student; and 4) the total experience is integrated and examined on an academic level by the student with members of his/her library school faculty.

It seems to me that it is useful to consider the need for internship from the opposite point of view as well. If internship or some form thereof is not included as part of a librarian's professional qualifications who pays? and what price? If we consider medicine or dentistry no one would seriously contemplate consulting a doctor or dentist who had not served a period of internship, much less submitting to surgery at the hand of someone who had mastered the theory of the field but had neither observed expert practice nor had the opportunity to practice himself under supervision. Clearly the person who pays would be the patient, and possibly with his life.

At least up to the present, librarians do not provide crisis-relevant functions. The public might receive poorer service and slower service but it is unlikely anyone would be seriously at risk and it would be very difficult to calculate the cost.

The employing libraries <u>do</u> pay. They have to develop orientation programs for new librarians and various in-service training programs much or all of which

might be rendered unnessary if a sufficiently long period of internship were required. The problem is more acute in situations in which a new graduate is appointed to a position which affords no professional supervision as in the case in many special libraries. Clearly the clients suffer while the new appointee learns but it is unlikely there will be pressure to change from clients. It is doubtful whether most clients can evaluate the service they receive to any very nice degree. In many cases they appear to place a higher premium on courtesy, friendliness and promptness than on the quality of the information provided.

Before going on to consider various forms of practical library experience available in library schools in Canada at the present time a few definitions are in order. Certain terms have gone out of use almost entirely, such as apprenticeship and practice work.

For my purpose I'm going to use the term work study program for programs in which the student is recruited by the library school and placed in a participating library for alternating periods of work and study.

Internship will be defined as supervised planned training which allows the application of full theoretical training to actual varied practice.

The practicum is of shorter duration than the internship (usually 1 academic term) involves skill development rather than theory formation, and is undertaken as part of the course work required for the degree program.

Field Work is used very loosely to cover any direct contact between students and the field from a library visit to a supervised research project.

Two other forms of field experience are open to library school students. One is part-time employment during the period of enrolment in the library program. The other is full-time summer employment between the first and second years of a two-year MLS degree.

On the basis of information contained in their calendars the seven Canadian library schools appear to fall into two groups.

Three schools require practical library experience, in one form or another. UBC requires a year's library experience prior to admission to the program. Alberta has, as a required course, one term of field study "to provide opportunity for practical experience in a library under the direction and supervision of a qualified librarian" and Dalhousie has a work experience program of 100 hours as a degree requirement.

The four remaining schools offer opportunities to combine work experience with formal study in various ways. UWO has set up a cooperative work/study enrichment program the size of which is dependent on the number of places made available by cooperating libraries. Toronto offers several elective courses that have a practicum as a component. McGill incorporates field trips both in individual courses and in the program as a whole.

Because Montreal's brochure was very concentrated I am not clear on their views on the role of field work, however it is my understanding opportunities for field work are provided. It is my hope that in the discussion period that follows the other deans will have the opportunity to enlarge on their school's positions on this important issue.

One would assume that all the two year MLS programs would encourage students to work in libraries during the summer between the first and second year. McGill is explicit in its calendar in this regard whereas Toronto is not. Most students are eager to learn and only the dullest would fail to recognize the importance of the following: 1) the value of establishing a foothold in the profession; 2) the opportunity summer employment affords to obtain a reference from a professional librarian and 3) the possibility of being offered a position as a result of a successful work experience. In addition to these obvious benefits, summer work experience helps students clarify their own career goals. Every September students flock to the office to revise their selection of elective courses as a result of their summer employment.

In view of the stringent economic conditions this does not seem to be a propitious moment to introduce changes that involve significant financial outlays.

It is my hope, however, that in the ensuing discussion those of us who are library educators will come to a better understanding of the problems that have been identified by practising librarians, especially those they perceive could be solved by some form of field work or internship.

Any activity that encourages interaction between our students and practising librarians is welcomed both by the students and by the library educators. The field contributes generously directly and indirectly to library education in many ways.

It is appropriate that I should close this paper with an expression of appreciation and gratitude for the support we already receive from libraries and individual librarians.

Footnotes:

1. Williamson, Charles C. Training for Library Service. New York: D.B. Updike, 1923. p. 61.

2. Palmer, Roger C. "Internship and Practicums" in The Administrative Aspects of Education for Librarianship, a Symposium, edited by Mary B. Sassata and Herman L. Totten. Metuchen, N.J.: Scarecrow Press, 1975, p. 239.

FUTURE NEEDS FOR UNIVERSITY LIBRARIANS

- Paul-Emile Filion
Director of Libraries
Concordia University

The following survey results are from a survey of CARL members during the spring of 1982.

Future Needs for University Librarians

	1.	2a YES	2b NO	VAC.	3a RET	3b REP	4a LEV	4b REP	5a	5b	6a	6b	7
MEMORIAL	30	x		4	0	1	8	8	3*	YES	NO	?	?
CONCORDIA	37		x	5	3	3	8	6	1*	YES	PARTIAL	?	YES
McGill	77		x		8	4	18	12	2*	3-5	PARTIAL	?	NO
MONTREAL	86		x		9	2-3	?	?	NO	?	PARTIAL	?	NO
CARLETON	31		x		3	2	4	3	3*	YES	NO	?	YES
GUELPH	26		x		4	4	2-3	2-3	YES	?	NO	NO	YES
McMASTER	32			1	5	5	13	13	YES	YES	NO	NO	YES
OTTAWA	55			7	5	5	27-30	27-30	YES	YES	NO	?	NO
QUEEN'S	39		x		6	2	0		YES	?	NO	NO	YES
TORONTO	105		x		18	14	14	10	3*	YES	PARTIAL	YES	YES
YORK	36		x		2	1	4	2	NO	YES	PARTIAL	?	YES
WATERLOO	37			1	2	?	6-8	?	3*	YES	YES	?	NO
WINDSOR	28	x		1	2	0	2	0	NO	NO	PARTIAL	?	?
REGINA	18	x		1	?	?	?	1	?	YES	NO	?	YES
SASKATOON	39	x		4	3	3	6	6	YES	YES	NO	NO	?
ALBERTA	74	x		6	8	7	40	37	3*	YES	NO	NO	NO
CALGARY	39	x		2	4-5	4-5	15-20	13-15 18-20	3*	YES	YES	YES	NO
BRITISH COLUMBIA	105	x		2	15	13	27	27	YES	YES	?	?	NO
SIMON FRASER	29		x		4	3	0	0	YES	?	NO	?	YES
VICTORIA	35		x		6-7	5-6	2-3	1-2	YES	?	NO	YES	YES
NATIONAL LIBRARY C.	105	x		40	20	20	200	200	YES	YES	NO	?	?
*TOTAL:	1,041			74	127	98	396	368					

*Figures: lower number used.

5a: YES 9 NO 3

5b: YES 14 NO 1

6a: YES 2 NO 12 PARTIAL 6

6b: YES 3 NO 5 ? 13

7: YES 10 NO 7 ? 4

Notes:

1* - Temporary promotions; junior positions vacant.

2* - In some cases.

3* - Yes, if unpaid leaves

QUESTION SEVEN

No freeze, because:

1) it is clear that a library degree does not guarantee a position.

2) no malthusianism even in library science; it would be a final step towards a totalitarian attitude.

3) the demand for service is not decreasing, so the number of graduates should stand at the same level.

4) continued need for librarians and information specialists in both academic and non-academic environments.

5) different training should be offered for the new decade, e.g. new technology.

6) there does not seem to be a surplus of well-qualified graduates.

7) information-related employment should grow, even if formalized institutional libraries stabilize or stagnate.

8) we need a pool of applicants to select from.

QUESTION SEVEN

Yes to a freeze, because:

a) chief librarians are inundated with resumés from recent graduates, as these are not finding "traditional" library positions and many are unemployed.

b) university libraries have reached a plateau; library schools should adapt their curriculum to reflect changing requirements.

c) there are too many librarians of poor-quality; an entry-level notice results in close to 60 applicants, no more than 25% of sufficient quality to justify more than cursory examination.

d) insufficient demand.

e) too great a number of very suitable applicants for every vacancy we have.

f) more non-librarian specialists (computer programmers) will be used, in lieu of librarians.

g) cataloguing: a dead art! Professional work should be redefined as higher education is not flourishing.

THIS QUESTIONNAIRE APPLIES TO LIBRARIANS ONLY

Library _____ Name of Respondent _____

1. How many librarians (heads) does your library currently employ?

   _____

2. Have you any vacant positions now that you are trying to fill?

   YES NO How many? _____

3. How many librarians do you expect will retire between 1982 and 1990?

   _____

   How many of these do you anticipate replacing? _____

4. How many librarians do you estimate will leave for other reasons?

   _____

   How many of these do you anticipate replacing? _____

5. Are you currently able to replace librarians who are on paid or unpaid leaves with librarians hired temporarily or for short/limited terms?

   _____

   Do you foresee this condition continuing in the next 8 - 10 years?

   _____

6. Is there at present a full or partial freeze on hiring librarians at your institution? Please describe: _____

   _____

   _____

   If not, do you foresee such a freeze coming? _____

7. Do you think library schools should reduce the number graduated in the next 8 - 10 years? _____ Please give reasons.

   _____

   _____

ENROLMENT AND RECRUITMENT

IN

LIBRARY SCIENCE PROFESSIONAL PROGRAMS

- William J. Kurmey
Dean and Professor
Faculty of Library Science
University of Alberta

Table 1 gives the basic data concerning enrollments in accredited professional Library Science programs in Canada. All figures are indicative of trends as only those for graduates are consistently categorized and maintained by all institutions. Applications to programs are handled differently in various institutions. Some universities have applications prescreened at a Graduate Studies level so the admissions officers do not receive all applications, only those meeting the minimum standards set by Graduate Studies. Other institutions receive all library science applications for processing.

Accepted applications are those accepted during the year of application to the programs. Some institutions levy an application deposit fee and thus maintain a record of applicants intending to enrol and, consequently, have a record of acceptances. Other institutions do not.

Enrolment figures are somewhat more reliable. This section of Table 1 gives the number of students actually enrolled in the first year of the programs, normally counted either in September or October.

Complete data are available for graduates of all programs. These are normally students completing the two-year program requirements at all convocations during the year. This includes a small number of students who may be completing the two-year program in less than two years either because they have a B.L.S. degree and have been exempted from, normally, one year of courses, or they have taken Summer or Spring programs to condense four terms of courses into less than two years. The figures also include a small number of students who may have taken longer than two years by completing the degree on a part-time basis, possible in some institutions.

The ration of applicants to students actually enrolling in the programs has a slight decline over the 5 year period, from 3 applicants to each student enrolled in 1977/1978 to 2.4 applicants to each student enrolled in 1981/1982. The statistical analysis in Table 2 shows that the overall ratio for the five year period is 2.7 applicants to each student enrolled.

Two very interesting patterns emerge on examining Table 2. The maximum number of applications, acceptances, and enrolments occurred in 1977/1978, the year in which the minimum number of students graduated. Similarly, the minimum number of acceptances and enrolments occurred in 1979/1980, the year in which the maximum number of students graduated.

The most interesting feature in the analysis is the low standard deviation associated with the mean number of graduates. The number of graduates has not varied very much in the five year period. This indicates that any observed surplus or deficiency of professional librarians in Canada cannot be attributed to variation in the number of students graduating from library science programs.

While Table 3 shows that the variation in number of graduates has tended to support intuitive expectations, larger variations in larger programs and larger variations in 5 institutions each year, the low overall variation is even more remarkable in that no coordinated effort to control the number of graduates has been made.

No institution has indicated a concerted or planned effort for recruitment. Various sporadic attempts have been made to attract students with undergraduate degrees in Science. Provided they meet minimum standards for admission, students with science courses are sought by all programs without much success. It is probably safe to generalize that (1) competitive earning potential of alternative occupations for students with undergraduate degrees in science or engineering and competitive financial support during graduate study inhibit the selection of library science professional programs, and (2) the wide variation in personal and educational characteristics of "successful" librarians makes defining a target population for recruitment sufficiently difficult that informal methods of recruitment appear to be as effective as specific recruitment programs. Needless to say, the cost of targetted recruitment in a period of budget restraint and an inability to predict future employment prospects at the end of two years of graduate study are important factors.

Table 1

Accredited Professional Library Science Programmes in Canada

	1977/1978	1978/1979	1979/1980	1980/1981	1981/1982
Applications					
Alberta				73	91
B.C.	263	193	190	195	144
Dalhousie	110	64	60	70	64
Toronto	364	297	312	237	266
Western	419	408	341	315	323
	1156	962	903	890	888
Accepted					
Alberta				41	58
B.C.	97	75	75	94	74
Dalhousie					
Toronto	121	128	114	114	112
Western	329	324	302	258	269
	547	527	491	507	513
Enrolled					
Alberta				29	41
B.C.	71	59	58	57	52
Dalhousie	32	34	28	32	33
Toronto	109	101	91	93	90
Western	176	164	156	136	157
	388	358	333	347	373
Graduates					
Alberta	27	29	25	27	37
B.C.	69	65	71	61	56
Dalhousie	34	26	30	32	28
Toronto	98	106	107	85	92
Western	113	132	135	154	148
	341	358	368	359	361

Table 2

Ration: Applications/Enrolment

1977/1978	1978/1979	1979/1980	1980/1981	1981/1982
3.0	2.7	2.7	2.6	2.4

Statistics: 5 years, 5 institutions

Applications:	Minimum	888	(1981/1982)
	Maximum	1156	(1977/1978)
	Mean	959.8	
	Standard deviation	101.7	
Acceptances:	Minimum	481	(1979/1980)
	Maximum	547	(1977/1978)
	Mean	517	
	Standard deviation	18.9	
Enrolment:	Minimum	333	(1979/1980)
	Maximum	388	(1977/1978)
	Mean	359.8	
	Standard deviation	19.26	
Graduates:	Minimum	341	(1977/1978)
	Maximum	368	(1979/1980)
	Mean	357.4	
	Standard deviation	8.9	

Table 3

Graduates: Statistics by Faculty (for 5 years)

	Minimum	Maximum	Mean	Standard Deviation
Alberta	25 (1979/1980)	37 (1981/1982)	29.0	4.2
B.C.	56 (1981/1982)	71 (1979/1980)	64.4	5.4
Dalhousie	26 (1978/1979)	34 (1977/1978)	30.0	2.8
Toronto	85 (1980/1981)	107 (1979/1980)	97.6	8.4
Western	113 (1977/1978)	154 (1980/1981)	136.4	14.2

Graduates: Statistics by year (for 5 institutions)

1977	27 (Alberta)	113 (Western)	68.2	34.0
1978	26 (Dalhousie)	132 (Western)	71.6	41.9
1979	25 (Alberta)	135 (Western)	73.6	42.8
1980	27 (Alberta)	154 (Western)	71.8	46.1
1981	28 (Dalhousie)	148 (Western)	72.2	43.8

EXPERIENCE: FOUNDATION OR IMPEDIMENT TO THE EFFECTIVE TEACHING OF LIBRARIANSHIP?

- Alan H. MacDonald
Director of Libraries
University of Calgary

Introduction

In our gathering today, which some might see as historic, we have come together in our respective roles as educators and employers of librarians to examine our mutual functions in maintaining the symbiotic relationship that serves the continuation of the profession.

In preparation for this session I wrote to all members of CARL seeking their response to a number of questions concerning experience and research. Slightly more than half responded. This is not an exciting response. Most of the respondents were anglophone institutions who do not have a Library School on their campus. While many expressed concerns they wished heard on these issues, there was also a general message that it was time that Libraries and Library Schools should recognize that they should see their mutual roles as partners rather than antagonists. This augers well for the future.

I will begin with the assumption that most of those who enroll as students in a Library School will seek employment with a library or similar information agency upon completion of their program. It should follow, therefore, that as a competent professional school, each Library School will attempt to reflect the nature of that workplace in creating its overall educational program. We have already had some discussions of this today under the heading of curriculum.

In this context, I must report to you that it is a widely-held belief of many academic library directors that most of the graduates of our Library Schools are not adequately prepared for some or all of the so-called "realities" of the work place. These realities require them to practice their profession within a contemporary framework influenced by many factors such as institutional policy, financial resources, unionization, academic priorities, existing staff and physical facilities. (Discussions with directors of public and special libraries have indentified similar concerns in their communities.)

Students derive knowledge of these realities from many sources - the experience and knowledge-base of each individual faculty member, the published literature of the profession and related fields, exposure provided by the part-time lecturer who is also a practitioner and the exposure obtained when the student participates in the operational environment either as a regular user of libraries or as a participant in a work experience program.

All have their place but I would suggest that, for pedagogical and practical reasons, the most important is the knowledge and experience of the full-time member of the teaching faculty. Student work experience can be useful but it is brief and often controlled by the availability of a place rather than being integrated into the program of the individual student.

While students have many library resource needs the consolidation of much of the required materials in segregated library school libraries and resource centres tends to insulate the student further from the realities and frustrations of effectively using a large research library.

The literature of our field and of related fields tends to suffer from substantial time-lag when reporting in depth and from superficiality when attempting to be current.

Part-time lecturers are an excellent source of feedback from the work-place even if slightly frowned upon in the American accreditation process. Unfortunately, as you well know, these are the positions most likely to be reduced or eliminated in the current environment of restraint and cutbacks.

This leaves us with the full-time teacher as the most important continuing source of knowledge of the contemporary workplace. The survey of my colleagues indicates a widely-held perception that contrary to the accreditation standards quoted by Dr. Horrocks many if not most of our full-time library educators are inadequate in carrying out this part of their responsibility, either through lack of experience or through lack of knowledge.

Let me provide some anecdotal evidence:

CASE: A Faculty member who deplores the tendency of libraries to be pragmatic and reactive with respect to resource support for academic problems rather than innovative and active in proposing and shaping academic programs to reflect the library resources built by the librarians.

CASE: Faculty encouragement of student projects requiring substantial inputs from senior staff of libraries or detailed confidential information such as salaries with no apparent understanding of the implications of this approach.

CASE: A Faculty member who provides a quite thorough introduction to the field of on-line searching but with little or no coverage of the implications of the substantial cost per-minute of these services.

CASE: Puzzlement on the part of a Faculty member that practicing librarians carry out so little sophisticated research while rejecting the argument that long hours must be invested in service, problem-solving, collection building and library governance.

CASE: Students taught that the usual reference interview should take about one-half hour.

CASE: A Faculty member who dismisses the factor of "institutional politics" during discussion of factors influencing development of academic library service.

CASE: A Faculty member who recently produced a paper on inter-institutional relationships without contacting the chief librarians of the institutions being examined.

CASE: Coverage of document delivery and inter-library loan concept in courses without introducing the specific protocols in use or even the standard inter-library loan form.

There are other examples of lack of knowledge or understanding of operational considerations but Faculty-bashing is not our purpose today. We are here, I believe, to try to seek ways of improving our interlocking situation.

Some of my collegues believe that the best solution to this problem is for the Schools to require evidence of a successful professional career before selection for appointment as a member of the teaching staff of a Library School. Several others have suggested that the lack of practical experience may not be an entirely undersirable factor taking the view that a certain distance from the daily crises of the operational situation may provide an opportunity to examine library problems from a broader and more objective perspective.

It must be recognized that it is not the role of library academic to maintain the status quo but the likelihood of their reforms and developments succeeding will depend as much on their understandings of the fundamentals of the operational environment as on their competence in research methods.

It is this issue of understanding of the operational environment through actual observation or practical acquaintance that is at the heart of our concern about the knowledge-base of the full-time teaching staffs of our library schools.

I wish to address this problem in two ways:

1. Work-experience opportunities and regular interchange between practitioners and individual faculty members.
2. Operational research opportunities.

Work Experience Opportunities

While it is desirable for a Faculty member to bring some practice experience to a teaching responsibility, it is not essential if the School accepts its reponsibility and requires that Faculty member to establish adequate mechanisms to regularly obtain up-to-date information about the operational situation in libraries and related organizations. We would suggest a variety of

means for which CARL members have expressed either support in principle or willingness to participate.

1. Observation periods, where Faculty would observe and interact with working librarians in their own environment. While a bit disruptive, this could be mutually profitable if carried on over a reasonable period of time.

2. Recognition in merit systems that acquisition of operational experience and information is reasonable use of Faculty time and should be required even if no publications result.

3. Inclusion of a work experience requirement within sabbatical leave regulations for Library School faculty.

4. Recognition of short periods of professional work leave as being equivalent to study leave.

5. Exchange arrangements whereby Faculty would take on work assignments including research in libraries in return for practitioners providing part-time teaching services to the Schools.

6. Involving practitioners in the creation of case studies and problems to assure that student assignments are clearly linked to the work environment.

7. Secondment of staff in both organizations to provide appropriate assistance with projects or to hold ad hoc positions such as Assistant to the Director for a period of time.

8. State-of-the-Art sessions between Faculty and working librarians for mutual benefit.

9. Provision of observer status to Faculty members on library task forces, project teams and committees when appropriate.

I believe that these and other mechanisms can be created which will provide mutual benefit the Faculty member obtaining practical experience while the Library receives a fresh opinion and the benefit of the Faculty member's research background as well as time for a project that might not be normally available.

Most of these suggestions have come from libraries in institutions which do not have a Library School but which are reasonable distances from Library Schools. While few Libraries had experience with such requests and several felt offers to participate in such ventures had been rebuffed or ignored, there is clearly a pool of good will which the Schools can draw on if they are flexible and creative. There is a strong belief that the Schools must move out of their own institutions and be seen as active throughout their catchment areas. A response to the experience problem could allow an opportunity to answer this concern as well.

Operational Research Opportunities

The area of operational research should be one of great interaction. It is not. It has been argued by some in the Library Schools that there is a great deal of research ability in the Library Schools but it is not being used effectively by Libraries. Most CARL Directors who responded were inclined to agree but most expressed reservations of some sort. These reservations included:

1. Library School research tends to be directed to unneeded and esoteric "head of the pin" areas.

2. The most productive research is performed in libraries by staff, not in library schools by academics.

3. Research must be pertinent usually with an economic payoff. "Some library research is sexy, but useless."

4. The needs of Faculty and students for research opportunities must be matched with operational library requirements.

5. We must have research in a realistic timeframe. There seems to be a Holy Grail of perfection that often prevents reports being produced in sufficient time to be applied within the decision-making process. The value of research would be reduction of the necessity for instinctive decision-making because of operational necessity.

6. "It is impossible to argue with this suggestion but there is a considerable credibility gap."

Several Directors commented about the good quality of specific research projects while others had completely contrary examples. The issue of quality tended to revolve very much around the practicality of results and the experience issue once again. Several felt that there was a need for a good listing of research interests of Faculty members. One should assume that the Schools would fine a listing of Library research requirements equally useful.

In general there was a willingness to become involved with Library Schools if timely, applied projects were identified. In some cases there would be Library funds available for contract research but in general there would be funding problems for such research. It seems likely that the best courses for a successful relationship was for Faculty seeking research projects to offer their services in response to specific problems identified by the Libraries. It might be possible for Libraries to enter into unpaid or honoraria appointments with research oriented Faculty who could be "retained" as researchers with the Library. It was also suggested that Faculty might have better luck going to granting agencies with a personal projects which had institutional co-operation than vice versa.

With regard to applied research initiated by the Schools there is certainly a willingness to assist wherever possible although there were many unkind comments about questionnaires: there were too many particularly from students who didn't seem to know how much they were asking for; they were often quite irrelevant and did not merit any kind of priority; questions were asked without any real knowledge of the statistical base available in most Libraries; there was far too little feedback (all recipients of questionnaires should see the outcome of the work).

In summary, CARL Libraries were supportive of involvement in the research process, more than some Schools seemed to believe and could be involved by the Schools in response to intelligent and well though-out applied projects.

FACULTY EXPERIENCE AND RESEARCH

- W. J. Cameron, Dean
School of Library and
Information Science
University of Western Ontario

I have been asked to speak briefly on "how faculty members renew their practical experience and the kinds of research that are conducted in library schools and the applicability to CARL libraries". I must first comment on the relationship between practical experience and teaching.

One cannot teach experience, so faculty members in a library school teach ideas and techniques distilled from experience. A faculty member who teaches ideas and techniques distilled from his or her own experience in a library or libraries can be a valuable contributor to an MLS program, but the most valuable faculty member is one who teaches the ideas and techniques distilled from the experience of many other people apart from himself or herself. Those ideas and techniques should be embodied in the literature of the profession, and the quality of teaching depends to a very large extent on the quality of the literature upon which it is based. The ideas and techniques may be good or bad, helpful or harmful, partial or comprehensive, trivial or important. In order to distinguish between these attributes, the ideas frequently need proper testing by experience or experiment. In other words, ideas must be further distilled into theory, and techniques into unambiguous instructions, then tested on the job or in properly-controlled environments before they can be taught effectively and authoritatively. The "Fallacies of Librarianship" column in College & Research Libraries News (Jan. & April 1982) is a semi-facetious list of ideas that can be tested by experience. Many another seriously-held opinion needs to be tested by research. To follow through our metaphor: without further experience and research, the distillation of experience may produce moonshine instead of pure spirit.

You will note my reiteration of "ideas and techniques". A graduate library school teaches techniques only insofar as they lend substance and meaning to ideas and theory; a library technician program teaches ideas and theory only insofar as they lend substance and meaning to techniques. The major problem for a faculty member teaching in a master's program is keeping abreast of the literature not only of library and information science but also of other disciplines relevant to his or her own specialization within our field, whether it be psychology, sociology, history, bibliography or whatever. "Keeping abreast" means critically appraising that literature. The critical tools of analysis and comparison can be exercised optimally by submitting the ideas in the literature to personal experience and research, but also to the results of experience and research in other parts of the literature. Faculty members may vicariously use other people's experience by attendance at professional meetings (like this one) and by continuing contacts with professionals in the field. In my own School, we have a dozen or more active professionals each year come in to teach a course, with benefits

to both students and full-time faculty. I must say, however, I am always reassured when negotiating contracts with such individuals to hear them comment on how well they have been "keeping abreast" of the literature as well as how experienced they are in the subject they are to teach. We also have as many as 50-100 visitors during a typical year, either as resource people in a seminar, colloquium speakers, prospective employers of our graduates, or just curious and knowledgeable people "keeping abreast" of developments in library education. The value of the interchange of ideas resulting from such contact cannot be underestimated.

One should not underestimate also the value of using research libraries as well as working in them or visiting them. During my sabbatical year, I used 49 research libraries in six different countries and visited 45 others in these and three other countries. I can assure you that my experience made it possible, through comparison, to judge the quality of the technical services, the intelligence of those responsible for collection development, the efficiency of the administration, and the excellence and limitations of user services in many great and small research libraries. It generated new ideas for the development of research tools, and of collections and management policies for research libraries, for new theories of bibliographical control, and new techniques for applying the computer to the problems of access to Special Collections.

Faculty members do not have much opportunity to work as librarians in a research library, although some would like to do so during their term off from teaching. Nevertheless, I can report that a faculty member in my School with no library experience but excellent qualifications in research experience and in knowledge of children's literature and Canadiana has been afforded an opportunity to work in the Children's section of the London Public Library as the result of special arrangements made by the library administration with the union and with professional colleagues. The major benefit that the faculty member gained from the practical experience was insight into kinds of reference questions upon which to base collection evaluation and insight into children's responses to story hour. She thought that a law of diminishing returns probably operates, as she found four months working experience (two days a week) quite sufficient to give a library context for her subject knowledge of children's literature. Perhaps the same kind of response could be expected for experience in a research library, but a greater period may be needed.

I have been very brief on practical experience. Now, in order to be brief on the kinds of research conducted in library school, I must be rather superficial. I have brought with me the most recent directory of research projects in progress at my School. A quick glance through the four-page subject index (created by a string-indexing system developed as a research project by a faculty member) demonstrates a great variety of projects, and, implicitly, a great variety of research methods, from those used in chemistry, through a variety of social scientific approaches, to those typical of the humanities such as philosophy, history of biography, and literature. Perhaps predominating are projects using the computer as a tool. Of greatest relevance to research libraries are perhaps bibliometric studies

of various kinds and bibliographical control studies (including bibliographies of research materials). The mix of research projects in other schools is undoubtedly very different, and the emphasis on bibliographical control is of course a reflection of the main focus of our doctoral program. The doctoral dissertations published by the three graduates of the program so far have been on the applicability of the Colon Classification for automated information retrieval, a bibliometric analysis of circulation data from several Canadian research libraries, and a study of the effects of such variables as indexing exhaustivity and specificity, and file size, on various output parameters in simulated bibliographical retrieval on a computer. A variety of very different dissertation topics are in the pipeline.

Research work done in the schools is funded from a variety of sources, and the source may greatly influence the kind of research. Granting agencies such as SSHRC (Social Sciences and Humanities Research Council) and NSERC (Natural Sciences and Engineering Research Council) give faculty members and the doctoral or masters student assistants great latitude in choice of topics, including freedom to choose between theoretical or mission-oriented research. Contract research with such agencies as the National Library or CLIC (the Canadian Law Information Council) tie the participants in the project to the mission dictated by the contracting agency. Small university grants are available to encourage faculty members to launch themselves into whatever research they themselves feel called upon to do before they venture into seeking larger grants from elsewhere. Only twice have public or regional library boards provided grants for mission-oriented research. We have never been approached by a research library to undertake a mission-oriented research project.

CARL libraries could in fact both identify people who might undertake research on their behalf and find out what research results already exist by monitoring the annual lists of faculty publications put out by the seven universities in which a library school is located. From the lists might be inferred what results might be applied in CARL libraries. As I must be brief, I can point out that during the past five years in my own School, 13 books have been published, including three bibliographies or directories of use in research libraries, two historical works, two "state of the art" publications of research library use, and four on bibliographical control of materials to be found in research libraries. Thirty-eight scholarly articles range from bibliographical control (especially indexing) to non-professional items in subject disciplines through analysis of professional concerns both within research libraries and in other kinds of library. Dozens of articles of professional interest in all kinds of libraries have also appeared. Reviews, indexes, addresses to congresses and conferences range from topics on library education to topics in subject disciplines with a library or information component. What is especially striking is the wide-ranging interests and the variety of research methods exemplified in the listings - a great change from the paucity of publication a decade or so ago.

It is possible that the increased emphasis on research in the library schools (because of a graduate school environment) may lead to a greater reliance upon the School's faculty to conduct research on behalf of the profession; this will not lessen the necessity for faculty to keep in touch with the practical experience of members of the profession either in professional conferences or, more importantly, in the literature of the profession which is quite certainly increasing in quantity, and, hopefully in quality.

DISCUSSION SUMMARY - AFTERNOON

TOPIC: Can enrolment be regulated to dovetail with availability of job opportunities? If feasible, is this desirable?

Group A & D: No; neither feasible nor desirable.

Group C: Split on this question. Distinction for admission on bases other than academic qualifications could lead to legal problems.

TOPIC: Is there a place for field work components in M.L.S. programmes?

Group A: Yes and No.

Group C: Yes. This already exists in sundry ways.

Group D: Yes

TOPIC: Should groups such as CARL develop post-M.L.S. internship programmes in Canada?

Group A: Not at this time. Queried the purpose of such a programme and wondered whether it would be a formal requirement for entry to the profession.

Group C: Yes. It was suggested that one form of internship could be to appoint junior administrative assistants for two years. This was done at the University of Manitoba where it was found useful both to the Library Director and to the junior librarians. In the U.S., a Council on Library Resources program (for librarians with a few years' experience) is in place to train administrators.

Group D: Yes, but best as part of the academic programmes.

TOPIC: Patricia Battin recently told AALS that the foremost requisites for academic librarians in future will be problem solving skills, flexibility, ease with ambiguity, managerial and supervisory skills and the capacity to operate continuously and creatively within a web of tensions. How can CARL and CCLS ensure that graduates have, or obtain, these qualities and skills?

Group A: Discussed some of the questions arising from the statement: Are all these skills desirable? Can we predict where students will find jobs? Can these skills be taught? Some of the skills were considered innate and others could be developed through continuing education.

Group C: One group member stated that those who had survived the "web of tensions" at library school were prepared for the future.

Group D: Also felt the same as Group C but considered that students should be told that libraries are not quiet places in which to hide from problems.

TOPIC: Are libraries prepared to provide the recognition (salaries, challenging positions) needed to attract and keep the best people in librarianship?

Group A: Many of the best people go to teach at Library Schools - outside the "web of tension".

Group C: Some members of our group viewed this question with a jaundiced eye on account of present budget cuts. Discussion focus was on how to attract science graduates. In Quebec (or at least at Sherbrooke) they achieve this by paying their way through library school. Salary was also considered a problem. How can you pay more to a science librarian than to a humanities one. Some thought that a science degree was not needed to use reference tools; others thought that it helped to have science graduates for science reference and bibliographic work.

Group D: Considered how it could be done: exchange programs, non-administrative career paths, etc.

TOPIC: How can CARL libraries and library school faculty jointly identify and carry out mutually beneficial research?

Group A: Academic research is different from mission-oriented research in libraries. Certain problems in libraries are amenable to library school research but may not be adaptable to the academic research reward system.

Group B: It was considered important to improve the mechanism for identifying needs, i.e. potential projects. Perhaps an attitudinal problem is involved, in that the two groups may not understand one another's research interests. The creation of a small on-line data base of research projects underway, contemplated, etc. could be helpful, and could in itself be a research project.
Library Schools could provide research for a fee. Contact between the two groups could be improved in many ways including: encouragement of new librarians to be aware of and convey information about research to the libraries where they are employed; adoption of the Librarian-in-Residence concept (Dalhousie); improvements in the publication of research successes (and failures). At present many new developments are not reported in the literature because of lack of time or interest.

Group C: This should definitely be encouraged both with library schools and other academic departments. CARL libraries should identify the work they want done as research assistants would likely be available at library schools where there is a Ph.D. programme.

Group D: Again, considered this should get a "yes" answer and might be achieved through co-sponsored research projects.

TOPIC: The Conant Report stated that there is a "damaging gap" between library educators and the working profession. Is this perception correct? If yes, how can the gap be narrowed - at least in Canada?

Group A: Not impressed by the report or this perception; felt there was a gap but that it was not "damaging".

Group C: Saw no "damaging gap" - as evidenced by the day's meeting.

Group D: Agreed that the gap was not "damaging". Suggested that CARL consider meeting at a library school. CARL has met in cities which house library schools but not in the school itself.

At the conclusion of the day, participants convened as a whole, to consider what should be the next step(s) taken to continue working toward the goals outlined at the beginning of the day.

There appeared to be solid agreement that the following should be initiated in future:

1. Joint faculty-library research projects.
2. Future meetings of a similar kind or creating more opportunities for library and school directors to exchange views.
3. Indentification of library school faculty interested in academic library research projects, with a view to a possible on-line data base of pertinent research projects.

Also discussed by the whole group was the question of the need for librarians with a science background. Some present felt that a science background was not important since the use of reference tools can be learned relatively easily by any librarian. Others, while agreeing with this in principle, still sought science specialists for science librarians positions if available. Still others felt that it was important to find ways of attracting these specialized people into the profession. Reasons given were that they would be able to communicate with specialists requesting reference assistance and that they would be perceived to have the level of skills necessary to assist such specialized clientele.

E. Smith expressed concern that the percentage of library school students with science degrees had not changed much over the years (8.0% in 1966/67; 8.6% in 19/1/72 and 7.3% in 1981/82). W. Kurmey indicated that library schools could not provide the funds for the high level of grants and assistant ships which most science graduate programs can offer.

S. Echelman spoke at length about the situation in the United States where there is already a demand for many librarians with science backgrounds, and where these people are highly paid. She described research of the future which will differ vastly, she believes, from what has gone on in the past. Research will be carried out by teams which will need specialized librarians in their midst, librarians with an understanding of both the particular field and its frontiers. This has been the situation in special libraries in the U.S. for a number of years where the librarian is a member of the research team. She saw this as a situation which would inevitably spread to Canada. H. Möller commented, with respect to Canada, that we are in a period of transition. The image of the librarian is not yet attractive to scientists and we have not yet acquired the grant structure etc. in schools and libraries to bring about change but we are moving in the right direction.

PARTICIPANTS

Name	Institutional Affiliation
Margaret Allan	Executive Secretary, Canadian Association of Research Libraries
William Birdsall	University Librarian, Dalhousie University
John Black	Associate Librarian, University of Guelph
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Name	Institutional Affiliation
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Elmer Smith	Director, Canada Institute for Scientific and Technical Information
Basil Stuart-Stubbs	Director, School of Librarianship, University of British Columbia
Anne Woodsworth	President, Canadian Association of Research Libraries, 1981 - 1983 and Director of Libraries, York University

CANADIAN ASSOCIATION OF RESEARCH LIBRARIES/

ASSOCIATION DES BIBLIOTHEQUES DE RECHERCHE DU CANADA

MEETING WITH THE CANADIAN COUNCIL OF LIBRARY SCHOOLS

JUNE 9, 1982 - BESSBOROUGH HOTEL, SASKATOON

9:00	9:30	Welcome & Introduction - A. Woodsworth
9:30	10:00	CURRICULAR NEEDS - M. McBurney
10:00	10:30	CONSTRAINTS OF ACCREDITATION - N. Horrocks
10:30	10:45	Coffee
10:45	11:30	Group Discussions
11:30	12:30	Group Reports & General Discussion
12:30	2:00	Lunch
2:00	2:15	INTERNSHIP - R. Lee
2:15	2:30	INTERNSHIP - [illegible] Packer
2:30	2:45	FUTURE JOB MARKET - P.-E. Filion
2:45	3:00	ENROLLMENT PROJECTIONS & RECRUITMENT - W. Kurmey
3:00	3:15	FACULTY EXPERIENCE & RESEARCH - A. MacDonald
3:15	3:30	FACULTY EXPERIENCE & RESEARCH - W. Cameron
3:30	3:45	Coffee
3:45	4:30	Group Discussions
4:30	5:30	Group Reports & General Discussion

Note: Participants will be assigned to discussion groups on a random basis and will be provided with issues or questions for discussion.

MORNING DISCUSSION SUGGESTIONS

1. "Every librarian (even a beginning one) must be able to function as a manager." - If most of the group agrees with this statement, discuss its implications for library school curricula.

2. How can CARL libraries assist library schools in the education of librarians?

3. Besides accreditation, what other constraints do library schools in Canada have to live with?

4. Given the autonomy of Canadian universities, is it realistic (or desirable) to try to develop a more cohesive, national approach to education for librarianship?

5. What kinds of admission criteria and procedures would ensure that only the best possible people enter library schools?

6. Can libraries become more actively involved in the recruitment and admission processes?

7. How can continuing education or extension courses in librarianship be provided in areas which do not have resident library schools?

AFTERNOON DISCUSSION SUGGESTIONS

1. Can enrollments be regulated to dovetail with availability of job opportunities? If feasible, is this desirable?

2. Is there a place for field work components in the M.L.S. programmes?

3. Should groups such as CARL develop post-M.L.S. internship programmes in Canada?

4. Patricia Battin recently told AALS that the foremost requisites for academic librarians in future will be problem solving skills, flexibility, ease with ambiguity, managerial and supervisory skills and the capacity to operate continuously and creatively within a web of tensions. How can CARL and CCLS ensure that graduates have, or obtain, these qualities and skills?

5. Are libraries prepared to provide the recognition (salaries, challenging positions) nedded to attract and keep the best people in librarianship?

6. How can CARL libraries and library school faculty jointly identify and carry out mutually beneficial research?

7. The Conant Report stated that there is a "damaging gap" between library educators and the working profession. Is this perception correct? If yes, how can the gap be narrowed - at least in Canada?